who show a special aptitude for the subject, will be continued for a second year in the Training schools, at the end of which period they will be competent to become instructors in Manual Training to Vernacular teachers. A second batch of 50 teachers will be similarly trained next, after which the under-graduate instructors will revert to English schools and teach the subject there. At present it is in contemplation to introduce Manual Training only in Classes I to IV of Vernacular schools, the lower forms of Manual Training such as paper-folding, clay-modelling and paper-cutting, being taught in these classes.

42. **Partial Recognition.**—Since the introduction of the Education Code, it has been the policy of Government to discourage unrecognised schools. It was, however, recently found that the growth of recognised schools, both departmental and private, could not keep pace with the increasing demand for education and that the unrecognised schools, however imperfectly, were supplying a real want. Government considered that under sympathetic guidance these schools might be gradually improved and brought to the level of recognised schools and therefore sanctioned a scheme of partial recognition and aid in respect of them. Under this scheme an annual bonus will be given to the unrecognised schools which conform to certain conditions. This bonus will be tenable for three years within which period the schools will have to be worked up to the standard laid down in the Education Code. 170 schools received recognition under the scheme during 1092.

43. **Mixed School System.**—Reference was made in my last address to the mixed school system under which permission was given to the admission of girls into the first two classes of boys' schools. This system has since been extended to Classes III and IV of such schools wherever necessary and convenient. The number of girls attending recognised boys' schools was 54,006 or 55·4 per cent of the total number of girls attending recognised Vernacular schools.

44. **Rural Schools.**—Though in recent years Vernacular education has practically been brought to the door of every house in the State, it is found that in certain rural areas there still exist people who, through poverty and other causes, are unable to take advantage of the facilities thus afforded. A scheme of rural schools was sanctioned in 1092 for the special benefit of such people and 15 schools with a strength of 479 were opened during the year. These schools are part-time institutions where not only instruction in the three R's, but also vocational education suited to local conditions, is given.

45. **Sanskrit College.**—A scheme for the reorganisation of the Sanskrit College was brought into force at the beginning of 1093. The institution was placed under a graduate Principal. The syllabus was revised with a view to introduce modern and critical methods of the study of Sanskrit, to give the pupils a more liberal knowledge of general subjects including Elementary Science, and to extend the study of Malayalam right up to the end of the course.

46. **Class Education.**—The policy of throwing open public schools to all classes of the subjects of His Highness the Maha Raja was steadily persisted in. The Sanskrit College was ordered to be removed to a building accessible to all classes. As many as 292 Vernacular schools for boys admitted Pulaya or Paraya pupils for the first time during 1092. Steady endeavours are being made to accelerate the expansion of education among backward communities. The following statement, showing the progress of education among Ezhavas, Mahomedans, Pulayas and Parayas during the past quinquennium, will be found interesting :—

Denomination.	1088.	1089.	1090.	1091.	1092.	Percentage of increase.
Ezhavas ...	20,724	23,895	30,790	39,224	45,429	119·2
Mahomedans ...	4,957	4,853	6,095	8,569	9,558	93
Pulayas ...	1,193	2,017	4,256	8,494	10,913	814·8
Parayas ...	1,290	1,097	1,816	2,652	4,955	284·1

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